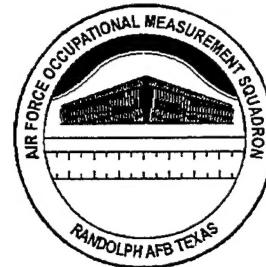


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UNITED STATES  
AIR FORCE

# OCCUPATIONAL SURVEY REPORT

SURVIVAL, EVASION, RESISTANCE, AND ESCAPE  
TRAINING INSTRUCTOR

AFSC 1T0X1

SN 2271

JUNE 1997

OCCUPATIONAL ANALYSIS PROGRAM  
USAF OCCUPATIONAL MEASUREMENT SQUADRON  
AIR EDUCATION and TRAINING COMMAND  
1550 5th STREET EAST  
RANDOLPH AFB, TEXAS 78150-4449

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## PREFACE

This report presents results of an Air Force Occupational Survey of the Survival, Evasion, Resistance, And Escape (SERE) Training Instructor career ladder, Air Force Specialty Code (AFSC) 1T0X1. The authority for conducting occupational surveys is contained in AFI 36-2623. Computer products used in this report are available for use by operations and training officials.

The survey instrument was developed by LCdr Brian Thompson (Canadian Armed Forces), who also analyzed the survey data and wrote the final report. Computer programming support was furnished by Ms. Rebecca Hernandez while Mr. Richard Ramos provided administrative support. This report was reviewed and approved by Lt Col Roger Barnes, Chief, Airman Analysis Section, Occupational Analysis Flight, Air Force Occupational Measurement Squadron (AFOMS).

Copies of this report are distributed to Air Staff sections, major commands, and other interested training and management personnel. Additional copies are available upon request to AFOMS, Attention: Chief, Occupational Analysis Flight (OMY), 1550 5th Street East, Randolph Air Force Base, Texas 78150-4449 (DSN 487-6623).

RICHARD C. OURAND, JR., Lt Col, USAF  
Commander  
Air Force Occupational Measurement Squadron

JOSEPH S. TARRELL  
Chief, Occupational Analysis Flight  
Air Force Occupational Measurement Squadron

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## SUMMARY OF RESULTS

1. *Survey Coverage*: The Survival, Evasion, Resistance, and Escape (SERE) Training Instructor career ladder was surveyed to provide current job and task data for use in updating career ladder documents and training programs. Survey results are based on responses from 247 respondents accounting for 74 percent of the total population surveyed.
2. *Specialty Jobs*: Two clusters and jobs and two independent jobs were identified in the career ladder structure analysis. Both clusters are totally oriented toward the performance of either survival training or resistance training tasks. The two independent jobs involve supervisory and standards and evaluation functions.
3. *Career Ladder Progression*: Skill-level progression for members of this AFSC is typical of most career ladders. Three-skill level personnel spend the vast majority of their job time performing training tasks in the survival cluster. At the 5-skill level, personnel are still heavily involved in survival training tasks but also conduct resistance training. Personnel at the 7-skill level begin to become involved with supervision and standards and evaluation tasks. Nine-skill level personnel reflect a further shift toward supervisory and management work.
4. *Training Analysis*: Overall, the STS provides a comprehensive coverage of the work performed by personnel in the career ladder. There are a few tasks performed by more than 20 percent of all respondents that are not matched to STS elements. These tasks deal with combat recovery; parachute assemblies; and aircrew life support equipment.
5. *Job Satisfaction*: In general, job satisfaction among AFSC 1T0X1 personnel is very high. Similar findings were noted when the current survey was compared to the previous survey and to the comparative sample of similar AFSCs. Respondents within the two cluster and supervisor job group are very satisfied, with members holding the Standards and Evaluation job showing noticeably lower satisfaction with their job.
6. *Implications*: The current AFSC 1T0X1 career ladder structure reflects an overall normal job progression. Two clusters and two specific jobs were identified in the career ladder. Job satisfaction is very high among career ladder incumbents. The career ladder documents are well supported by the training conducted at the technical school.

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**OCCUPATIONAL SURVEY REPORT (OSR)  
SURVIVAL, EVASION, RESISTANCE, AND ESCAPE (SERE)  
TRAINING INSTRUCTOR (AFSC 1T0X1)  
ENLISTED CAREER LADDER**

**INTRODUCTION**

This is a report of an occupational survey of the Survival, Evasion, Resistance, and Escape Training (SERE) career ladder conducted by the Air Force Occupational Measurement Squadron (AFOMS). The current SERE career ladder was created in October 1993 with the conversion from AFSC 121X0 to AFSC 1T0X1. Survey data will be used to identify current utilization patterns among career ladder personnel and evaluate career ladder documents and training programs. The last OSR for the SERE career ladder was published in November 1992.

**Background**

As described in the AFMAN 36-2108 *Specialty Description* for AFSC 1T0X1, dated October 1994, members manage and conduct formal courses of instruction and survival training activities. They develop and instruct formal course curriculum and aircrew continuation training programs for aircrew members and other designated personnel. These courses and programs include impact of conditions effecting survival, evasion, resistance to exploitation, escape, recovery, use of life support equipment, and emergency parachute descent.

All entry level personnel are required to take prerequisite training courses S-V80-A (Combat Survival Training) and S-V90-A (Water Survival Training, Non Parachuting) before enrolling in S-V81-A, the Survival, Evasion, Resistance, and Escape Training Instructor course, which is 121 days at Fairchild AFB WA. Entry into this career ladder currently requires an Armed Forces Vocational Aptitude Test Battery (ASVAB) score of General-53 and a strength factor of "N" (Weight lift of 100 lbs).

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## **SURVEY METHODOLOGY**

### Inventory Development

The data collection instrument for this occupational survey was USAF Job Inventory (JI), dated August 1996. A tentative task list was prepared after reviewing pertinent career ladder publications and directives, pertinent tasks from the previous survey instrument, and data from the last OSR. The preliminary task list was refined and validated through personal interviews with 13 subject-matter experts (SMEs) at the technical training location and at the following installations:

<u>BASE</u>	<u>UNIT VISITED</u>
Fairchild AFB WA	336 TRG/CCEA
USAFA CO	34 TRS/CST
Pensacola NAS FL	17 TRS/DOTF

The resulting JI contains a comprehensive listing of 348 tasks grouped under 11 duty headings and a background section requesting such information as grade, MAJCOM assigned, organizational level, job title, functional area, related career courses completed, and forms used.

### Survey Administration

From September through November 1996, base training offices at operational units administered the inventory to eligible AFSC 1T0X1 personnel. Job incumbents were selected from a computer-generated mailing list obtained from personnel data tapes maintained by the Air Force Personnel Center, Randolph AFB TX. Each individual who completed the inventory first completed an identification and biographical information section and then checked each task performed in his or her current job. After checking all tasks performed, each member then rated each of these tasks on a 9-point scale, showing relative time spent on that task, as compared to all other tasks checked. The ratings ranged from 1 (very small amount time spent) through 5 (about average time spent) to 9 (very large amount time spent). To determine relative time spent for each task checked by a respondent, all of the incumbent's ratings are assumed to account for 100 percent of his or her time spent on the job and are summed. Each task rating is then divided by the total task ratings and multiplied by 100 to provide a relative percentage of time for each task. This procedure provides a basis for comparing tasks in terms of both percent members performing and average percent time spent.

### Survey Sample

Personnel were selected to participate in this survey so as to ensure an accurate representation across major commands (MAJCOM) and paygrade groups. All eligible AFSC 1T0X1 personnel were mailed survey booklets. Table 1 reflects the percentage distribution, by MAJCOM, of assigned AFSC 1T0X1 personnel. The 247 respondents in the final sample represent 71 percent of the total assigned personnel and 74 percent of the total personnel surveyed. Table 2 reflects the paygrade distribution for these AFSC 1T0X1 personnel. Both command and paygrade distributions of the survey sample are close to the percent assigned.

TABLE 1  
COMMAND DISTRIBUTION OF 1T0X1 PERSONNEL

COMMAND	PERCENT OF ASSIGNED	PERCENT OF SAMPLE
AETC	79	82
AFMC	5	6
PACAF	5	4
Joint Services SERE	4	1
ACC	3	2
USAFA	1	1
AFSOC	1	1
Other	2	3

TOTAL ASSIGNED = 350 (As of September 1996)

TOTAL SURVEYED = 336

TOTAL IN SURVEY SAMPLE = 247

PERCENT OF ASSIGNED IN SAMPLE = 71%

PERCENT OF SURVEYED IN SAMPLE = 74%

TABLE 2  
PAYGRADE DISTRIBUTION OF SURVEY SAMPLE

GRADE	PERCENT OF ASSIGNED	PERCENT OF SAMPLE
E-1 - E-3	21	14
E-4	24	27
E-5	26	28
E-6	16	15
E-7	10	13
E-8 - E-9	3	3

### Task Factor Administration

Job descriptions alone do not provide sufficient data for making decisions about career ladder documents or training programs. Task factor information is needed for complete analysis of a career ladder. To obtain the needed task factor data, selected senior AFSC 1T0X1 personnel (generally E-6 or E-7 craftsmen) also completed a second booklet for either training emphasis (TE) or task difficulty (TD). These booklets were processed separately from the JIs. This information is used in a number of different analyses discussed in more detail within the report.

Training Emphasis (TE): TE is a rating of the amount of emphasis that should be placed on tasks in entry-level training. The 32 senior NCOs who completed a TE booklet were asked to select tasks they felt require some sort of structured training for entry-level personnel and then indicate how much training emphasis these tasks should receive, from 1 (extremely low emphasis) to 9 (extremely high emphasis). Structured training is defined as training provided at resident technical schools, field training detachments (FTD), mobile training teams (MTT), formal on-the-job-training (OJT), or any other organized training method. Interrater reliability for these 32 raters was acceptable. Tasks with a TE rating of 7.05 or above should be seriously considered for tech school training.

Task Difficulty (TD): TD is an estimate of the amount of time needed to learn how to do each task satisfactorily. The 24 senior NCOs who completed TD booklets were asked to rate the difficulty of each tasks using a 9-point scale (extremely low to extremely high). Interrater reliability was acceptable. Ratings were standardized so tasks have an average difficulty of 5.00 and a standard deviation of 1.00. Any task with a TD rating of 6.00 or above is considered to be difficult to learn. When used in conjunction with the primary criterion of percent members performing, TD ratings can provide insight into first-enlistment personnel training requirements. Such insights may suggest a need for lengthening or shortening portions of instruction supporting entry-level jobs.

### **SPECIALTY JOBS** (Career Ladder Structure)

The first step in the analysis process is to identify the structure of the career ladder in terms of the jobs performed by the respondents. The Comprehensive Occupational Data Analysis Program (CODAP) assists by creating an individual job description for each respondent based on the tasks performed and relative amount of time spent on these tasks. The CODAP automated job clustering program then compares all the individual job descriptions, locates the two descriptions with the most similar tasks and time spent ratings, and combines them to form a composite job description. In successive stages, CODAP either adds new members to this initial group, or forms new groups based on the similarity of tasks and time spent ratings. The basic group used in the hierarchical clustering process is the job. When two or more jobs have a substantial degree of similarity in tasks performed and time spent on tasks, they are grouped together and identified as a cluster. The structure of the career ladder is then defined in terms of jobs and clusters of jobs.

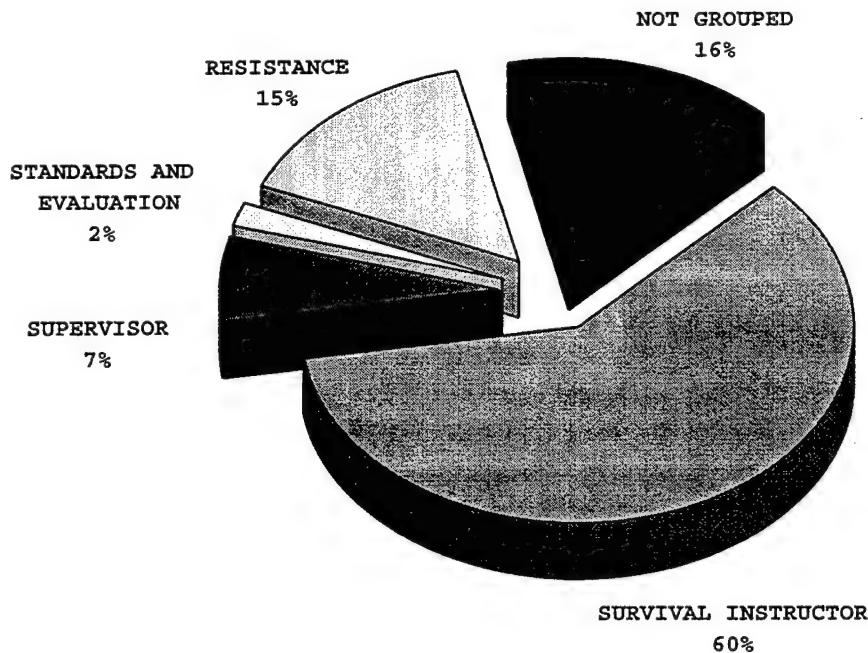
### Overview of Specialty Jobs

Based on the analysis of tasks performed and the amount of time spent performing each task, two clusters of jobs and two independent jobs were identified within the career ladder. Figure 1 illustrates the jobs performed by AFSC 1T0X1 personnel.

A listing of these jobs and job clusters is provided below. The stage (STG) number shown beside each title references computer printed information, the letter "N" indicates the number of personnel in each group. The respondents forming these jobs account for 85 percent of the survey sample. The remaining 15 percent, for one reason or another, did not group into one of these jobs. Examples of job titles for these people include Group Quality NCO, Group Operations Manager and Command Quality Training Instructor.

- I. Survival Instructor Cluster (STG 37, N=149)
- II. Supervisor Job (STG 30, N=18)
- III. Standards and Evaluation Job (STG 31, N=5)
- IV. Resistance Cluster (STG 18, N=37)

### **AFSC 1T0X1 CAREER LADDER JOBS (N = 247)**



**FIGURE 1**

### Group Descriptions

The following paragraphs contain brief descriptions of the jobs identified through the career ladder structure analysis. Table 3 presents the relative time spent on duties by members of these specialty jobs. Selected background data for these jobs are provided in Table 4. Representative tasks for all the groups are contained in Appendix A

**I. SURVIVAL INSTRUCTOR CLUSTER (STG037).** These 149 airmen perform the core job within the career ladder and represent the majority (60 percent) of the survey sample. This cluster involves performing an average of 135 tasks related to instructing global survival training to students. Apart from teaching how to survive in the outdoors, 20 percent of the instructor's time is also spent instructing evasion training. The three jobs identified in this core cluster are Survival Instructor, Parachutist Instructor, and Open Seas Instructor. The **Survival Instructor Job** is located primarily at Fairchild AFB with members spending 55 percent of their time performing either global survival or evasion training tasks. All seven individuals identified in the **Open Seas Instructor Job** hold the grade of either E-5 or E-6 whereas 55 percent of personnel in the Survival Instructor job hold grades of either E-3 or E-4. As well, they spend an average of 22 percent of their time conducting open seas survival training. Ninety percent of the members of the **Parachute Instructor Job** hold the grade of E-5 and have an average of over 4 years in the job. All members of this job instruct students how to use parachutes and egress aircraft. In addition, they perform parachutist drop zone control officer duties as well as conduct recovery training. The three jobs in this cluster are significantly different in respect to the type of training they conduct, yet they all support the primary aim of survival. Distinctive tasks performed include:

- Conduct training on preparation of water in global environments
- Conduct training on location and procurement of water in global environments
- Conduct training on use of aircrew signaling devices in global environments
- Conduct training on guiding recovery forces in global environments
- Conduct training on prioritization of survivor needs
- Conduct training on recovery site selection in global environments
- Conduct training on satisfying individual needs, other than in captivity
- Conduct training on construction of fires in global environments

The majority of these airmen hold a 5-skill level (48 percent) and 39 percent are in their first enlistment. The average time in the career field is 7 years. The predominant paygrades are E-4 (32 percent) and E-5 (30 percent). Only 9 percent of these members report they are assigned to units outside the continental United States.

**II. SUPERVISOR JOB (STG018)**. The 18 airmen forming this job (7 percent of the survey sample) are predominantly E-7s (56 percent). They perform an average of 98 tasks which is somewhat lower than the Survival Instructor cluster. Ninety-four percent of the airmen in this job hold either 7-, 9- or CEM-skill levels. Their average time in the career field is 20 years and 89 percent of these members report they are assigned to units within the United States. Distinct tasks performed include:

- Evaluate personnel for promotion, demotion, reclassification, or special awards
- Evaluate effectiveness of training procedures
- Write recommendations for awards or decorations
- Schedule personnel for temporary duty (TDY) assignments, leaves, or passes
- Advise staff or unit personnel on training matters, other than OJT
- Direct administrative functions
- Interpret policies, directives, or procedures for subordinates
- Evaluate personnel for compliance with performance standards
- Determine training requirements for instructors

**III. STANDARDS AND EVALUATION JOB (STG031)**. All five members of this job evaluate training methods and instructor effectiveness and serve at Fairchild AFB. Obvious differences from the Supervisor job is the amount of time spent on Standards and Evaluation functions such as writing inspection reports, as well as the fact that they conduct minimal supervision (see Table 3). Although commonly performed tasks look similar, Supervisor Job members still perform tasks in all areas of training unlike the Standards and Evaluation job. Standards and Evaluation airmen perform an average of 45 tasks, less than half the average tasks for the Supervisor job. Eighty percent of these airmen hold grades of E-6 or E-7 and they are all at either the 7- or 9-skill level. The average time in the career field is 16 years. Commonly performed tasks include:

- Write inspection reports
- Conduct instructor evaluations
- Evaluate training methods or techniques of instructors
- Evaluate effectiveness of training procedures
- Evaluate courseware
- Advise staff or unit personnel on training matters, other than OJT
- Evaluate personnel for compliance with performance standards
- Inspect personnel for compliance with military standards
- Compile data for records, reports, logs, or trend analyses
- Conduct formal course evaluations
- Plan self-inspection or self-assessment programs
- Conduct self-inspections or self-assessments
- Develop or establish work schedules

**IV. RESISTANCE CLUSTER (STG018).** Survival personnel in the Resistance cluster work in simulated prisoner of war camps and teach students how to survive as a prisoner. All members of this job hold either 5- or 7- skill levels and average 12 years in the service. The two jobs identified in this cluster, **Interrogations Job** and **Group Problems Job**, reflect the specific duties that these individuals perform. The Group Problems job spends more time performing management tasks. Ninety percent of members in the Interrogations Job hold the E-4 or E-5 paygrade whereas 41 percent of Group Problems Job personnel are either at the E-6 or E-7 paygrade. As a cluster, resistance personnel perform an average of 57 tasks. However, the Interrogations Job are specialized and perform an average of only 20 tasks while Group Problems personnel perform an average of 72 tasks. Distinctive cluster tasks performed include:

- Conduct training on use of resistance techniques during propaganda efforts
- Conduct training on establishment of individual resistance postures
- Conduct training on use of Code of Conduct during captivity
- Conduct training on use of resistance techniques during interrogations
- Conduct training on use of Geneva Conventions during captivity
- Conduct training on interrogation processes
- Conduct training on captor methods for exploiting Prisoners of War (PW)
- Conduct training on captor objectives for exploiting PWs
- Conduct training on organizing individual needs in captivity
- Conduct training on techniques to combat psychological stress during captivity

#### Comparison to Previous Study

Apart from identifying the Standards and Evaluation job, the jobs and functions of the 1T0X1 AFSC career ladder structure have remained relatively the same compared to the last survey (see Table 5). This suggests that the organization of work performed by members of this career ladder has remained relatively stable since the early 1980s.

TABLE 3

## RELATIVE PERCENT TIME SPENT ON DUTIES BY SPECIALTY JOBS

DUTIES	SURVIVAL INSTRUCTOR CLUSTER (STG037) (N = 149)	SUPERVISOR JOB (STG030) (N = 18)	STANDARDS AND EVALUATIONS JOB (STG031) (N = 5)	RESISTANCE CLUSTER (STG018) (N = 37)
A PERFORMING INSTRUCTOR DUTIES AND TEACHING TECHNIQUES	13	18	25	23
B PERFORMING MANAGEMENT AND SUPERVISORY ACTIVITIES	10	66	64	17
C PERFORMING GENERAL ADMINISTRATIVE AND TECHNICAL ORDER SYSTEM ACTIVITIES	1	6	8	6
D PERFORMING GENERAL SUPPLY AND EQUIPMENT ACTIVITIES	3	4	*	4
E CONDUCTING GLOBAL SURVIVAL TRAINING	31	2	0	1
F CONDUCTING OPEN SEAS SURVIVAL TRAINING	6	*	0	0
G CONDUCTING PARACHUTING AND EGRESS TRAINING	3	3	0	*
H CONDUCTING MEDICAL TRAINING	10	*	0	*
I CONDUCTING ROUGHLAND TRAVEL AND EVACUATION TRAINING	1	0	0	0
J CONDUCTING EVASION TRAINING	20	*	0	*
K CONDUCTING RESISTANCE TRAINING	*	*	*	48

\* Denotes less than one percent

TABLE 4

## SELECTED BACKGROUND DATA FOR SPECIALTY JOBS

	SURVIVAL INSTRUCTOR CLUSTER (STG037)	SUPERVISOR JOB (STG030)	STANDARDS AND EVALUATIONS JOB (STG031)	RESISTANCE CLUSTER (STG018)
NUMBER IN GROUP	149	18	5	37
PERCENT OF SAMPLE	60%	7%	2%	15%
PERCENT IN CONUS	91%	89%	100%	97%
DAFSC DISTRIBUTION:				
1T031	23%	0%	0%	0%
1T051	48%	6%	0%	51%
1T071	28%	44%	60%	49%
1T091/00	1%	50%	40%	0%
PREDOMINANT GRADE(S)	E-4 & E-5	E-7	E-6 & E-7	E-5
AVERAGE MONTHS IN CAREER FIELD	84	235	190	128
AVERAGE MONTHS IN SERVICE	96	242	206	143
PERCENT IN FIRST ENLISTMENT (1-48 MOS TAFMS)	39%	0%	0%	3%
PERCENT SUPERVISING	31%	94%	40%	32%
AVERAGE NUMBER OF TASKS PERFORMED	135	99	45	58

TABLE 5  
SPECIALTY JOB COMPARISON BETWEEN CURRENT AND 1992 SURVEYS

CURRENT SURVEY (N=209)	1992 SURVEY (N=180)
Survival Instructor Cluster (N = 149)	Survival Training Instructor Job (N = 120) Parachute & Water Survival Instructor (N = 6)
Supervisor Job (N = 18)	Supervisor and Administrator Job (N = 21)
Standards And Evaluation Job (N = 5)	No Similar Group Identified
Resistance Cluster (N = 37)	Resistance Training Instructor Job (N = 33)

#### ANALYSIS OF DAFSC GROUPS

An analysis of DAFSC groups, in conjunction with the analysis of the career ladder structure, is an important part of each occupational survey. The DAFSC analysis identifies differences in tasks performed at the various skill levels. This information may then be used to evaluate how well career ladder documents, such as the AFMAN 36-2108 *Specialty Description* and the Career Field Education and Training Plan (CFETP), reflect what career ladder personnel are actually doing in the field.

The distribution of skill-level groups across the career ladder jobs is displayed in Table 6, while Table 7 offers another perspective by displaying the relative percent time spent on each duty across the skill-level groups. A typical pattern of progression is noted within the AFSC 1T0X1 career ladder. Personnel at the 3-skill level work solely in the Survival Instructor cluster while at the 5- and 7-skill level they work as either Survival or Resistance Instructors. Members of the AFSC 1T0X1 career ladder are involved in minimal supervisory activities through the 7-skill level. As incumbents move up to the 9-skill level, individuals have moved away from the training jobs completely and are performing supervisory and management functions.

#### Skill-Level Descriptions

**DAFSC 1T031.** Representing 15 percent of the survey sample, these 37 airmen perform an average of 97 tasks. Ninety-five percent of 3-skill level airmen work in the Survival Instructor Cluster (see Table 6) with the highest percentage of their time spent on Global Survival training tasks (see Table 7). One hundred percent of the 3-skill level personnel are employed in Air Education and Training Command and they account for 23 percent of the Survival Instructor Job.

Representative tasks performed by 3-skill level incumbents are listed in Table 8. Most tasks relate to Performing Instructor Duties and Teaching Techniques (Duty A) and Conducting Global Survival Training (Duty E).

**DAFSC 1T051.** Representing 42 percent of the survey sample (largest DAFSC in the survey), these airmen perform an average of 105 tasks (only slightly higher than 3-skill level members). Sixty-nine percent work in the Survival Instructor Cluster and 18 percent work in the Resistance Cluster (see Table 6). The highest percentage of their time is spent conducting either global survival or evasion training.

Table 9 lists representative tasks performed by all 5-skill level personnel. Table 10 reflects those tasks which best differentiate 5-skill level personnel from their 3-skill level counterparts. The major difference between the two groups is that 5-skill level personnel perform resistance training whereas no 3-skill level personnel are employed in resistance training. In addition, the 5-skill level personnel are engaged in a slightly broader range of tasks, many being supervisory in nature with less emphasis placed on the conduct of training tasks.

**DAFSC 1T071.** Seven-skill level personnel represent 38 percent of the survey sample and perform an average of 111 tasks. Like their junior counterparts at the 5-skill level, the majority work in either the Survival Instructor or Resistance Clusters. However, 9 percent of the 7-skill level personnel work in the Supervisor Job while 3 percent are employed in Standards and Evaluation (see Table 6). Thirteen percent of 7-skill level personnel are employed overseas.

Table 11 lists the tasks performed by the highest percentage of these airmen. Table 12 shows those tasks which best differentiate the 5- and 7-skill levels. As expected, the key difference is a much greater emphasis on supervisory functions at the 7-skill level.

**DAFSC 1T091 and 1T000.** The 14 of these personnel represent 5 percent of the survey sample and perform an average of 86 tasks. Seventy percent of the members in this group are at the 9-skill level. Seventy-eight percent of this group are employed in either the Supervision or Standards and Evaluation jobs (Table 6). Table 7 shows that 67 percent of their time is spent performing management and supervisory activities, and minimal time is spent conducting actual survival training.

Table 13 lists representative tasks performed by these senior NCOs. Most of these involve supervisory or management functions. Table 14 shows those tasks which best differentiate the 7- and 9- and CEM skill levels. As expected, the key difference is a much greater emphasis on management functions at the 9-skill level, while 7-skill level personnel still perform many of the training tasks.

### Summary

Progression in this career ladder follows a pattern of conducting SERE training at the lower skill levels, with a broadening into supervision and management at the 9- and CEM skill levels. An emphasis is clearly seen in performing primarily the core job of the Survival Instructor at the 3-skill level, with some broadening into supervisory functions at the 5-skill level. Craftsmen at the 7-skill level are beginning to shift to supervisory jobs, but a good deal of their job time is still spent in the training arena. The 9-skill level personnel are primarily supervisors and managers of the career ladder.

TABLE 6

DISTRIBUTION OF DAFSC GROUP MEMBERS ACROSS SPECIALTY JOBS  
(PERCENT RESPONDING)

SPECIALTY JOBS	DAFSC 1T031 (N =37)	DAFSC 1T051 (N =103)	DAFSC 1T071 (N =93)	DAFSC 1T091/00 (N =14)
I. SURVIVAL INSTRUCTOR CLUSTER	95	69	45	7
II. SUPERVISOR JOB	0	1	9	64
III. STANDARDS AND EVALUATIONS JOB	0	0	3	14
IV. RESISTANCE CLUSTER	0	18	19	0
NOT GROUPED	5	12	24	15

TABLE 7

RELATIVE PERCENT TIME SPENT ON DUTIES BY DAFSC GROUPS

DUTIES	DAFSC 1T031	DAFSC 1T051	DAFSC 1T071	DAFSC 1T091/00
A PERFORMING INSTRUCTOR DUTIES AND TEACHING TECHNIQUES	11	18	18	19
B PERFORMING MANAGEMENT AND SUPERVISORY ACTIVITIES	2	11	30	67
C PERFORMING GENERAL ADMINISTRATIVE AND TECHNICAL ORDER SYSTEM ACTIVITIES	1	2	5	6
D PERFORMING GENERAL SUPPLY AND EQUIPMENT ACTIVITIES	2	4	4	3
E CONDUCTING GLOBAL SURVIVAL TRAINING	42	23	11	3
F CONDUCTING OPEN SEAS SURVIVAL TRAINING	2	4	5	*
G CONDUCTING PARACHUTING AND EGRESS TRAINING	2	3	4	*
H CONDUCTING MEDICAL TRAINING	12	8	5	*
I CONDUCTING ROUGHLAND TRAVEL & EVACUATION TRAINING	*	*	*	0
J CONDUCTING EVASION TRAINING	27	15	7	*
K CONDUCTING RESISTANCE TRAINING	*	11	10	1

\* Denotes less than 1 percent

TABLE 8  
REPRESENTATIVE TASKS PERFORMED BY 1T031 PERSONNEL

TASKS	PERCENT MEMBERS PERFORMING (N=37)
A0027 Present lessons using demonstration performance techniques	97
E0208 Conduct training on selection and maintenance of course of travel in global environments	97
E0185 Conduct training on construction of fires in global environments	97
A0024 Prepare lesson plans	97
E0205 Conduct training on prioritization of survivor needs	97
E0195 Conduct training on walking techniques in global environments	97
E0212 Conduct training on tying knots	97
E0184 Conduct training on use of topographic features for navigation	97
E0201 Conduct training on preparation of water in global environments	97
E0196 Conduct training on location and procurement of food in global environments	97
E0182 Conduct training on determination of location in global environments	97
E0200 Conduct training on location and procurement of water in global environments	97
E0189 Conduct training on selection of shelter construction sites in global environments	97
E0190 Conduct training on construction and maintenance of shelters in global environments	97
E0202 Conduct training on storage of water in global environments	97
E0188 Conduct training on improving protection of naturally occurring shelters	97
E0211 Conduct training on tying hitches	97
A0029 Present lessons using instructional aids	95
E0207 Conduct training on satisfying individual needs, other than in captivity	95
A0032 Present lessons using time and circumstance instruction in operational environments	92
A0010 Critique student performances	92

\* Average Number of Tasks Performed - 97

TABLE 9  
REPRESENTATIVE TASKS PERFORMED BY 1T051 PERSONNEL

TASKS	PERCENT MEMBERS PERFORMING (N=103 )
A0010 Critique student performances	91
A0006 Conduct briefings, or debriefings	80
A0024 Prepare lesson plans	79
A0029 Present lessons using instructional aids	76
A0027 Present lessons using demonstration performance techniques	74
E0180 Conduct training on use of aircrew signaling devices in global environments	72
E0178 Conduct training on guiding recovery forces in global environments	72
A0025 Present lectures	71
E0177 Conduct training on recovery site selection in global environments	71
E0201 Conduct training on preparation of water in global environments	71
A0032 Present lessons using time and circumstance instruction in operational environments	68
A0009 Counsel trainees on training progress	65
A0008 Conduct OJT	63
A0020 Evaluate progress of trainees	62
B0048 Conduct survival, evasion, resistance, and escape (SERE) continuation training	53
A0031 Present lessons using role-playing methods of instruction	50
K0343 Conduct training on use of Code of Conduct during captivity	26
K0348 Conduct training on use of resistance techniques during propaganda efforts	24
K0344 Conduct training on use of Geneva Conventions during captivity	24
K0347 Conduct training on use of resistance techniques during interrogations	23
K0345 Conduct training on use of Uniform Code of Military Justice (UCMJ) during captivity	23
K0334 Conduct training on establishment of individual resistance postures	20

\* Average Number of Tasks Performed - 105

TABLE 10

TASKS WHICH BEST DIFFERENTIATE BETWEEN DAFSCs 1T031 AND 1T051 PERSONNEL  
(PERCENT MEMBERS PERFORMING)

TASKS	DAFSC 1T031 (N=37)	DAFSC 1T051 (N=103)	DIFF
E0211 Conduct training on tying hitches	97	62	35
E0212 Conduct training on tying knots	97	63	34
E0191 Conduct training on selection of campsites in global environments	97	63	34
E0209 Conduct training on transporting burdens	92	58	34
E0213 Conduct training on tying lashes	95	61	33
E0208 Conduct training on selection and maintenance of course of travel in global environments	97	64	33
E0195 Conduct training on walking techniques in global environments	97	64	33
H0280 Conduct training on treatment of spinal injuries	68	35	33
E0199 Conduct training on storage of food in global environments	97	65	32
E0183 Conduct training on use of celestial aids for navigation	97	65	32
E0214 Conduct training on use and maintenance of cutting tools	95	63	31
E0198 Conduct training on preparation and preservation of food in global environments	97	66	31
E0184 Conduct training on use of topographic features for navigation	97	66	31
D0169 Initiate requisitions for equipment, tools, parts, or supplies	5	34	-29
F0223 Conduct training on life raft operating procedures in all environments	5	34	-29
B0045 Conduct safety inspections of equipment or facilities	11	41	-30
B0056 Determine or establish logistics requirements, such as personnel, equipment, or workspace	11	41	-30
D0167 Identify and report equipment or supply problems	14	44	-30
A0066 Conduct briefings, or debriefings	49	80	-31
A0020 Evaluate progress of trainees	30	62	-32
A0035 Write training reports	5	39	-33
A0021 Evaluate training methods or techniques of instructors	8	45	-37
B0048 Conduct survival, evasion, resistance, and escape (SERE) continuation training	16	53	-37
A0009 Counsel trainees on training progress	24	65	-41
A0023 Maintain training records or files	14	54	-41
A0008 Conduct OJT	16	63	-47
C0162 Write TDY trip reports	*	48	-48

TABLE 11  
REPRESENTATIVE TASKS PERFORMED BY 1T071 PERSONNEL

		PERCENT MEMBERS PERFORMING (N=93)
A0006	Conduct briefings, or debriefings	86
A0010	Critique student performances	74
C0162	Write TDY trip reports	68
A0019	Evaluate effectiveness of training procedures	66
A0023	Maintain training records or files	66
A0033	Procure training aids, space, or equipment	66
B0108	Participate in general meetings, such as staff meetings, briefings, conferences, or workshops, other than conducting	63
A0016	Develop training schedules	63
A0004	Brief organizational personnel concerning training programs or matters	62
B0036	Advise staff or unit personnel on training matters, other than OJT	61
A0029	Present lessons using instructional aids	61
A0015	Develop training programs, plans, or procedures	61
A0025	Present lectures	60
A0021	Evaluate training methods or techniques of instructors	59
A0009	Counsel trainees on training progress	59
B0063	Develop or establish work schedules	58
B0090	Evaluate personnel for compliance with performance standards	52
B0126	Supervise military personnel	52
B0043	Conduct general meetings, such as staff meetings, briefings, conferences, or workshops	52
B0103	Inspect personnel for compliance with military standards	49
A0007	Conduct formal course classroom training	47
B0104	Interpret policies, directives, or procedures for subordinates	39
K0343	Conduct training on use of Code of Conduct during captivity	39
A0031	Present lessons using role-playing methods of instruction	33
K0334	Conduct training on establishment of individual resistance postures	31
K0348	Conduct training on use of resistance techniques during propaganda efforts	28

\* Average Number of Tasks Performed - 111

TABLE 12

TASKS WHICH BEST DIFFERENTIATE BETWEEN DAFSCS 1T051 AND 1T071 PERSONNEL  
(PERCENT MEMBERS PERFORMING)

TASKS	DAFSC 1T051 (N=103)	DAFSC 1T071 (N=93)	DIFF
J0302	Conduct training on appropriate behavior during assisted evasions	65	31
E0211	Conduct training on tying hitches	62	29
J0303	Conduct training on methods of combat recovery	67	34
E0213	Conduct training on tying lashes	61	29
E0212	Conduct training on tying knots	63	31
J0312	Conduct training on evasion shelter site selection and use	63	31
J0320	Conduct training on procuring food under evasion conditions	63	31
J0324	Conduct training on use of improvised signals under evasion conditions	60	29
J0323	Conduct training on use of clothing or equipment to satisfy needs under evasion conditions	61	30
J0319	Conduct training on prioritizing needs under evasion conditions	61	30
J0321	Conduct training on procuring water under evasion conditions	63	32
E0214	Conduct training on use and maintenance of cutting tools	63	32
J0318	Conduct training on overcoming barriers under evasion conditions	63	32
J0310	Conduct training on using EPAs	64	33
B0103	Inspect personnel for compliance with military standards	19	49
B0099	Initiate actions required due to substandard performance of personnel	13	43
B0108	Participate in general meetings, such as staff meetings, briefings, conferences, or workshops	32	63
B0047	Conduct self-inspections or self-assessments	23	55
A0019	Evaluate effectiveness of training procedures	34	66
B0090	Evaluate personnel for compliance with performance standards	19	52
A0004	Brief organizational personnel concerning training programs or matters	30	62
B0095	Evaluate work schedules	11	43
B0122	Review drafts of regulations, manuals, or other directives	18	52
B0131	Write recommendations for awards or decorations	14	47
B0063	Develop or establish work schedules	24	58
B0130	Write performance reports or supervisory appraisals	11	45
B0036	Advise staff or unit personnel on training matters, other than OJT	25	61
B0123	Schedule personnel for temporary duty (TDY) assignments, leaves, or passes	9	46

TABLE 13  
REPRESENTATIVE TASKS PERFORMED BY 1T091 AND 1T000 PERSONNEL

		PERCENT MEMBERS PERFORMING (N=14)
A0004	Brief organizational personnel concerning training programs or matters	100
B0043	Conduct general meetings, such as staff meetings, briefings, conferences, or workshops	100
A0006	Conduct briefings, or debriefings	100
B0108	Participate in general meetings, such as staff meetings, briefings, conferences, or workshops, other than conducting	93
B0036	Advise staff or unit personnel on training matters, other than OJT	93
A0018	Evaluate courseware	93
B0091	Evaluate personnel for promotion, demotion, reclassification, or special awards	93
B0064	Develop organizational or functional charts	93
B0104	Interpret policies, directives, or procedures for subordinates	86
B0072	Draft budget requirements	86
B0122	Review drafts of regulations, manuals, or other directives	86
A0019	Evaluate effectiveness of training procedures	86
B0071	Draft agenda for general meetings, such as staff meetings, briefings, conferences, or workshops	86
B0090	Evaluate personnel for compliance with performance standards	86
B0126	Supervise military personnel	79
A0011	Determine training requirements for instructors	79
B0055	Counsel subordinates concerning personal matters	79
B0078	Establish organizational policies, such as operating instructions (OIs) or standard operating procedures (SOPs)	79
B0074	Draft supplements or changes to directives, such as regulations, manuals, or indexes	71
B0081	Evaluate budget requirements	71
B0066	Direct administrative functions	71
B0057	Determine or establish publication requirements	71
B0133	Write staff studies, surveys, or routine reports, other than training or inspection reports	64

\* Average Number of Tasks Performed - 86

TABLE 14

TASKS WHICH BEST DIFFERENTIATE BETWEEN DAFSCs 1T071 AND 1T091/1T000 PERSONNEL  
(PERCENT MEMBERS PERFORMING)

TASKS	DAFSC		DAFSC 1T091/00 (N= 14)	DIFF
	1T071 (N= 93)	1T091/00 (N= 14)		
E0179 Conduct training on use of recovery devices in global environments	49	*	49	
E0178 Conduct training on guiding recovery forces in global environments	49	*	49	
E0180 Conduct training on use of aircrew signaling devices in global environments	49	*	49	
E0177 Conduct training on recovery site selection in global environments	47	*	47	
E0208 Conduct training on selection and maintenance of course of travel in global environments	45	*	45	
H0268 Conduct training on prevention and treatment of heat disorders	44	*	44	
H0267 Conduct training on prevention and treatment of dehydration	48	7	41	
B0110 Perform search and rescue exercise (SAREX) observer/controller duties	48	7	41	
H0277 Conduct training on treatment of selected medical problems in operational environments	41	*	41	
E0216 Conduct training on use of flotation devices in global environments	41	*	41	
H0263 Conduct training on hazardous animal life as sources of poisons	40	*	40	
F0224 Conduct training on life raft shelter procedures in open sea environments	39	*	39	
A0012 Develop course control documents	27	71	-45	
B0085 Evaluate job-related suggestions	33	79	-45	
B0081 Evaluate budget requirements	26	71	-46	
B0053 Coordinate host-tenant or interservice agreements with appropriate agencies	25	71	-47	
B0074 Draft supplements or changes to directives, such as regulations, manuals, or indexes	25	71	-47	
B0104 Interpret policies, directives, or procedures for subordinates	39	86	-47	
B0071 Draft agenda for general meetings, such as staff meetings, briefings, conferences, or workshops	38	86	-48	
B0043 Conduct general meetings, such as staff meetings, briefings, conferences, or workshops	52	100	-48	
A0018 Evaluate courseware	42	93	-51	
B0091 Evaluate personnel for promotion, demotion, reclassification, or special awards	38	93	-55	
B0121 Plan self-inspection or self-assessment programs	29	86	-57	
B0129 Write job or position descriptions	26	86	-60	
B0072 Draft budget requirements	25	86	-61	
B0084 Evaluate job or position descriptions	25	86	-61	
B0064 Develop organizational or functional charts	22	93	-71	

## TRAINING ANALYSIS

Occupational survey data are one of many sources of information which can be used to assist in the development of a training program relevant to the needs of personnel in their first enlistment. Factors which may be used in evaluating training include the overall description of the job being performed by first-enlistment personnel and their overall distribution across career ladder jobs, percentages of first-job (1-24 months TAFMS) or first-enlistment (1-48 months TAFMS) members performing specific tasks, as well as TE and TD ratings (previously explained in the **SURVEY METHODOLOGY** section).

### First-Enlistment Personnel

In this study, there are 63 members in their first enlistment (1-48 months TAFMS) representing 28 percent of the total survey sample. Figure 2 reflects the distribution of first-enlistment personnel within the career ladder. As expected, most of their duty time is spent on training activities. Table 15 displays the relative percent of time spent on duties by first-enlistment personnel. Reviewing the table, it is clearly evident that most first-enlistment personnel are primarily performing tasks under Duty E (Conducting Global Survival Training) and Duty J (Conducting Evasion Training). Table 16 lists representative tasks performed by first-enlistment personnel. Most involve global survival training tasks.

**FIGURE 2**  
**FIRST-ENLISTMENT PERSONNEL JOBS (N = 63)**



TABLE 15

RELATIVE PERCENT TIME SPENT ON DUTIES BY FIRST-ENLISTMENT PERSONNEL  
(N= 63)

	PERCENT TIME SPENT
A PERFORMING INSTRUCTOR DUTIES AND TEACHING TECHNIQUES	12
B PERFORMING MANAGEMENT AND SUPERVISORY ACTIVITIES	4
C PERFORMING GENERAL ADMINISTRATIVE AND TECHNICAL ORDER SYSTEM ACTIVITIES	1
D PERFORMING GENERAL SUPPLY AND EQUIPMENT ACTIVITIES	2
E CONDUCTING GLOBAL SURVIVAL TRAINING	39
F CONDUCTING OPEN SEAS SURVIVAL TRAINING	2
G CONDUCTING PARACHUTING AND EGRESS TRAINING	2
H CONDUCTING MEDICAL TRAINING	11
I CONDUCTING ROUGHLAND TRAVEL AND EVACUATION TRAINING	*
J CONDUCTING EVASION TRAINING	27
K CONDUCTING RESISTANCE TRAINING	1

TABLE 16  
 REPRESENTATIVE TASKS PERFORMED BY AFSC 1T0X1  
 FIRST-ENLISTMENT PERSONNEL  
 (N= 63)

TASKS	PERCENT MEMBERS PERFORMING
A0027 Present lessons using demonstration performance techniques	97
A0024 Prepare lesson plans	97
E0208 Conduct training on selection and maintenance of course of travel in global environments	95
E0184 Conduct training on use of topographic features for navigation	95
E0190 Conduct training on construction and maintenance of shelters in global environments	95
E0201 Conduct training on preparation of water in global environments	95
E0189 Conduct training on selection of shelter construction sites in global environments	95
E0205 Conduct training on prioritization of survivor needs	95
E0200 Conduct training on location and procurement of water in global environments	95
E0182 Conduct training on determination of location in global environments	95
E0188 Conduct training on improving protection of naturally occurring shelters	95
E0202 Conduct training on storage of water in global environments	95
E0212 Conduct training on tying knots	95
E0178 Conduct training on guiding recovery forces in global environments	95
E0187 Conduct training on location of naturally occurring shelters in global environments	95
E0203 Conduct training on personal hygiene in global environments	95
E0204 Conduct training on sanitation in global environments	95
A0029 Present lessons using instructional aids	94
E0185 Conduct training on construction of fires in global environments	94
E0207 Conduct training on satisfying individual needs, other than in captivity	94
E0180 Conduct training on use of aircrew signaling devices in global environments	94
E0177 Conduct training on recovery site selection in global environments	94
E0195 Conduct training on walking techniques in global	94
A0032 Present lessons using time and circumstance instruction in operational environments	92
A0010 Critique student performances	92
J0300 Conduct training on five phases of evasion	92
E0220 Conduct training on use of COLDER principle in global environments	92
J0308 Conduct training on concealment techniques under evasion conditions	92
J0307 Conduct training on camouflage techniques under evasion conditions	92

\*Average Number of Tasks Performed - 101

#### Training Emphasis (TE) and Task Difficulty (TD) Data

TE and TD data are secondary factors that can assist technical school personnel in deciding which tasks should be emphasized in entry-level training. These ratings, based on the judgments of senior career ladder NCOs working at operational units, are collected to provide training personnel with a rank-ordering of those tasks in the JI considered important for first-enlistment personnel training (TE) along with a measure of the difficulty of those tasks (TD). When combined with data on the percentages of first-enlistment personnel performing tasks, comparisons can then be made to determine if training adjustments are necessary. For example, tasks receiving high ratings on both task factors (TE and TD), accompanied by moderate to high percentages performing, may warrant resident training. Those tasks receiving high task factor ratings but low percentages performing may be more appropriately planned for OJT programs within the career ladder. Low task factor ratings may highlight tasks best omitted from training for first-enlistment personnel but this decision must be weighed against percentages of personnel performing the tasks, command concerns, and criticality of the tasks.

Table 17 lists the tasks having the highest TE ratings, as well as the percentages of first-job, first-enlistment, and TD ratings for each task. TE ratings for 1T0X1 first-enlistment airmen were very high due to the nature of the career ladder. Table 18 shows TD raters annotating the conduct of resistance training to be among the most difficult tasks to learn.

TABLE 17  
DUTY AFSC 1T0X1 TASKS WITH HIGHEST TRAINING EMPHASIS RATINGS

TASKS		TNG EMP	PERCENT MEMBERS PERFORMING			TASK DIFF
			1ST JOB	1ST ENL		
A0027	Present lessons using demonstration performance techniques	8.62	100	97	5.62	
A0032	Present lessons using time and circumstance instruction in operational environments	8.53	95	92	5.22	
J0307	Conduct training on camouflage techniques under evasion conditions	8.34	95	92	5.48	
J0308	Conduct training on concealment techniques under evasion conditions	8.34	95	92	5.52	
J0311	Conduct training on evasion movement techniques	8.31	95	90	5.82	
A0029	Present lessons using instructional aids	8.28	100	94	5.11	
E0200	Conduct training on location and procurement of water in global environments	8.25	100	95	5.47	
E0201	Conduct training on preparation of water in global environments	8.25	100	95	4.56	
E0185	Conduct training on construction of fires in global environments	8.19	100	94	5.46	
H0267	Conduct training on prevention and treatment of dehydration	8.16	81	81	5.30	
J0322	Conduct training on use of aircrew signaling devices under evasion conditions	8.12	90	90	5.39	
J0300	Conduct training on five phases of evasion	8.12	95	92	5.70	
E0196	Conduct training on location and procurement of food in global environments	8.12	100	94	5.53	
J0321	Conduct training on procuring water under evasion conditions	8.12	90	90	5.40	
A0010	Critique student performances	8.09	86	92	5.10	
J0306	Conduct training on locating recovery sites under evasion conditions	8.09	95	92	5.43	
E0202	Conduct training on storage of water in global environments	8.09	100	95	4.40	
E0197	Conduct training on use of edibility tests	8.06	100	95	4.60	
E0205	Conduct training on prioritization of survivor needs	8.06	100	95	5.19	
J0312	Conduct training on evasion shelter site selection and use	8.06	90	90	5.32	

Mean TE Rating is 4.46, and Standard Deviation is 2.59 (High TE = 7.05)

Mean TD Rating is 5.00, and Standard Deviation is 1.0

TABLE 18

## TASKS RATED HIGHEST IN TASK DIFFICULTY

TASKS	TASK DIFF	PERCENT MEMBERS PERFORMING				
		1ST JOB (N=21)	1ST ENL (N=63)	3-SKL LEVEL (N=37)	5-SKL LEVEL (N=103)	7-SKL LEVEL (N=93)
K0336	Conduct training on interrogation processes	6.62	0	2	0	20
K0333	Conduct training on establishment of group resistance postures	6.61	0	2	0	13
K0332	Conduct training on establishment of covert organizational structures	6.61	0	2	0	14
A0015	Develop training programs, plans, or procedures	6.60	5	16	8	36
K0339	Conduct training on planning of escapes	6.60	0	2	0	12
I0287	Conduct training on evacuation techniques for rough terrain	6.58	0	3	3	13
K0334	Conduct training on establishment of individual resistance postures	6.55	0	2	0	20
A0012	Develop course control documents	6.52	0	2	3	3
A0028	Present lessons using guided discussions	6.50	62	70	65	60
I0291	Conduct training on rappelling techniques for rough terrain	6.47	0	3	3	13
K0341	Conduct training on techniques to combat psychological stress during captivity	6.47	0	2	0	15
I0285	Conduct training on climbing techniques for rough terrain	6.47	0	5	5	13
K0343	Conduct training on use of Code of Conduct during captivity	6.42	0	2	0	26
K0327	Conduct training on captor methods for exploiting Prisoners of War (PW)	6.39	5	5	3	17
K0344	Conduct training on use of Geneva Conventions during captivity	6.38	0	2	0	24
K0342	Conduct training on treatment of illnesses common to captivity	6.34	0	2	0	13
K0337	Conduct training on organizing group needs in captivity	6.32	0	2	0	13
K0331	Conduct training on establishment of covert communication techniques	6.32	0	2	0	16
A0030	Present lessons using nondirected discussions	6.29	57	37	43	30
I0290	Conduct training on procedures for climbing safety	6.28	0	3	3	12
A0034	Write test questions	6.27	0	2	0	7
A0011	Determine training requirements for instructors	6.26	5	17	8	26
I0283	Conduct training on belaying techniques for rough terrain	6.22	0	3	3	12
K0328	Conduct training on captor objectives for exploiting PWs	6.21	0	3	3	18

\* Average TD Rating is 5.00

### Specialty Training Standard (STS)

A comprehensive review of the AFSC 1T0X1 CFETP, dated February 1994, matched STS items to survey data. Although STS paragraphs containing general knowledge information, mandatory entries, subject-matter-knowledge-only requirements, or supervisory responsibilities were matched, they were not included in the final analysis. Task knowledge and performance elements of the STS were compared against the standard set forth in AETCI 36-2601 and AFI 36-2623 (i.e., include tasks performed or knowledge required by 20 percent or more of the personnel in skill levels (or TAFMS groups) of the AFS).

Any STS paragraph or subparagraph with matched tasks performed by 20 percent or more of members is considered to be supported and should be retained in the STS. Overall, the STS provides a very comprehensive coverage of the work performed by personnel in the career ladder. Even though some elements of the STS did not have high percentages of personnel performing matched tasks, the fact that the supporting tasks were a part of an identifiable job being performed within the career ladder supports the retention of the STS elements involving parachuting, roughland, and resistance training (see Table 19). Obviously, the career ladder must retain these STS elements in order to respond to required SERE job functions.

There are few technical tasks performed by more than 20 percent of all respondents that are not matched to STS elements (see Table 20). These tasks deal with combat recovery; parachute assemblies; and aircrew life support equipment. Training personnel should consider these unreferenced tasks to determine if inclusion in the STS is justified.

TABLE 19

STS ITEMS NOT SUPPORTED BY OSR DATA  
(PERCENT MEMBERS PERFORMING)

STS REFERENCE/TASKS	B	TNG EMP	PROF CODE	% MEMBERS PERFORMING					TSK DIF
				1ST JOB	1ST ENL	3- LVL	5- LVL	7- LVL	
72 <i>Factors which affect psychological aspects of survival</i>	K0341	Conduct training on techniques to combat psych stress during captivity	6.28	0	2	0	15	26	6.47
89/90 <i>DOD Directive 1300.7 and Executive Agent Instructions</i>	K0343	Conduct training on use of Code of Conduct during captivity	6.78	A	0	2	0	26	39
265 <i>Use life raft boarding procedures in an open sea environment</i>	F0231	Conduct training on procedures for life raft boarding	5.81	2c	14	10	11	31	4.57
270 <i>Use recovery device in an open sea environment</i>	F0229	Conduct training on use of recovery devices in open sea environments	5.41	2b	10	6	5	32	38
289 <i>Components of a Course Training Standard (CTS)</i>	A0012	Develop course control documents	2.06	A	0	2	3	3	4.49
310 <i>Don parachute harness</i>	G0244	Conduct training on donning or doffing parachute equipment	5.34	2b	0	5	3	22	25
321 <i>Perform cardiopulmonary resuscitation (CPR) procedures</i>	H0262	Conduct training on CPR	6.50	3c	5	6	8	15	5.81
345 <i>Use climbing techniques for rough terrain</i>	I0285	Conduct training on climbing techniques for rough terrain	4.59	2b	0	5	5	13	8
412 <i>Use resistance techniques during propaganda efforts</i>	K0346	Conduct training on resistance techniques during propaganda efforts	6.66	2b	0	2	0	24	28

TD MEAN = 5.00; SD = 1.00; TE MEAN = 4.46; SD = 2.59

TABLE 20

TASKS PERFORMED BY 20 PERCENT OR MORE GROUP MEMBERS BUT NOT REFERENCED BY STS

TASKS	PERCENT MEMBERS PERFORMING						TSK DIF	
	TNG EMP	1ST JOB	1ST ENL	3- LVL	5- LVL	7- LVL		
	(N=21)	(N=63)	(N=37)	(N=103)	(N=103)	(n=93)		
E0181	Conduct training on aircrew life support equipment	7.28	76	76	73	68	47	4.90
G0242	Dismantle parachute assemblies	4.62	24	17	19	22	26	4.89
J0303	Conduct training on methods of combat recovery	7.94	90	90	89	67	34	5.91

TD MEAN = 5.00; SD = 1.00; TE MEAN = 4.46; SD = 2.59

## JOB SATISFACTION ANALYSIS

An examination of the job satisfaction indicators of various groups can give career ladder managers a better understanding of some of the factors which may affect the job performance of airmen in the career ladder. Attitude questions covering job interest, perceived utilization of talents and training, sense of accomplishment from work, and reenlistment intentions were included in the survey booklet to provide indications of job satisfaction.

Table 21 presents job satisfaction data for AFSC 1T0X1 TAFMS groups, together with TAFMS data for a comparative sample of Direct Support career ladders surveyed in 1996. Across all three TAFMS groups, AFSC 1T0X1 members rated their job interest, utilization of talents, utilization of training, and sense of accomplishment gained from work considerably higher than the comparative sample. Reenlistment intentions are also rated higher across all year groups.

An indication of how job satisfaction perceptions have changed over time is provided in Table 22 where again TAFMS data for the current survey respondents are presented along with data from the last occupational survey report. Reviewing this table, current survey satisfaction ratings are relatively similar to the AFSC 121X0 groups. The career group rated the utilization of training slightly lower than the previous survey, while rating job interest and utilization of talents slightly higher. Reenlistment intentions are lower for all three TAFMS groups than the previous survey.

In Table 23, a review of the job satisfaction data for personnel in the specialty jobs identified in this survey reveals that airmen in almost all jobs responded very positively to all the indicators listed. The exception was the Standards and Evaluation Job incumbents who indicated lower ratings to job interest, utilization of talents, utilization of training, and accomplishment gained from work than members of other jobs.

TABLE 21

COMPARISON OF JOB SATISFACTION INDICATORS BY TAFMS GROUPS  
(PERCENT MEMBERS RESPONDING)

1-48 MOS TAFMS		49-96 MOS TAFMS		97+ MOS TAFMS	
1996 1T0X1 (N=68)	COMP SAMPLE* (N=1,606)	1996 1T0X1 (N=49)	COMP SAMPLE* (N=1024)	1996 1T0X1 (N=123)	COMP SAMPLE* (N=2,244)
<u>EXPRESSED JOB INTEREST:</u>					
INTERESTING	92	57	100	60	92
SO-SO	8	24	0	22	5
DULL	0	19	0	18	3
<u>PERCEIVED UTILIZATION OF TALENTS:</u>					
FAIRLY WELL TO PERFECTLY	100	67	100	68	93
LITTLE OR NOT AT ALL	0	33	0	32	7
<u>PERCEIVED UTILIZATION OF TRAINING:</u>					
FAIRLY WELL TO PERFECTLY	100	80	97	77	89
LITTLE OR NOT AT ALL	0	20	3	23	11
<u>SENSE OF ACCOMPLISHMENT GAINED</u>					
<u>FROM WORK:</u>					
SATISFIED	86	61	89	62	85
NEUTRAL	3	19	8	16	4
DISSATISFIED	11	19	3	22	11
<u>REENLISTMENT INTENTIONS:</u>					
YES, OR PROBABLY YES	68	59	92	74	82
NO, OR PROBABLY NO	30	41	8	26	3
PLAN TO RETIRE	2	0	0	0	15

\* Comparative sample of Direct Support career ladders surveyed in 1996 include the 2T0X1, 2T2X1, 3C1X1, and 3E1X1 AFSCs.

TABLE 22

COMPARISON OF CURRENT SURVEY AND PREVIOUS SURVEY TAFMS GROUPS  
(PERCENT MEMBERS RESPONDING)

		1-48 MOS TAFMS		49-96 MOS TAFMS		97+ MOS TAFMS	
		1996 1T0X1 (N=68)	1992 121X0 (N=45)	1996 1T0X1 (N=49)	1992 121X0 (N=64)	1996 1T0X1 (N=123)	1992 121X0 (N=89)
<u>EXPRESSED JOB INTEREST:</u>							
INTERESTING	92	93	100	95	92	90	
SO-SO	8	7	0	2	5	3	
DULL	0	0	0	3	3	7	
<u>PERCEIVED UTILIZATION OF TALENTS:</u>							
FAIRLY WELL TO PERFECTLY	100	96	100	97	93	91	
LITTLE OR NOT AT ALL	0	4	0	3	7	9	
<u>PERCEIVED UTILIZATION OF TRAINING:</u>							
FAIRLY WELL TO PERFECTLY	100	100	97	95	89	92	
LITTLE OR NOT AT ALL	0	0	3	5	11	8	
<u>SENSE OF ACCOMPLISHMENT</u>							
<u>GAINED FROM WORK:</u>							
SATISFIED	86	*	89	*	85	*	
NEUTRAL	3	*	8	*	4	*	
DISSATISFIED	11	*	3	*	11	*	
<u>REENLISTMENT INTENTIONS:</u>							
YES, OR PROBABLY YES	68	82	92	95	82	84	
NO, OR PROBABLY NO	30	18	8	5	3	6	
PLAN TO RETIRE	2	0	0	0	15	10	

\* Information not included in previous survey

TABLE 23

COMPARISONS OF JOB SATISFACTION INDICATORS BY SPECIALTY JOBS  
(PERCENT MEMBERS RESPONDING)

	SURVIVAL INSTRUCTOR CLUSTER (N = 149)	SUPERVISOR JOB (N = 18)	STANDARDS AND EVALUATIONS JOB (N = 5)	RESISTANCE CLUSTER (N = 37)
<u>EXPRESSED JOB INTEREST:</u>				
INTERESTING	93	94	60	100
SO-SO	5	6	20	0
DULL	2	0	20	0
<u>PERCEIVED UTILIZATION OF TALENTS:</u>				
FAIRLY WELL TO PERFECTLY LITTLE OR NOT AT ALL	95 5	94 6	80 20	100 0
<u>PERCEIVED UTILIZATION OF TRAINING:</u>				
FAIRLY WELL TO PERFECTLY LITTLE OR NOT AT ALL	95 5	94 4	80 20	100 0
<u>SENSE OF ACCOMPLISHMENT FROM WORK:</u>				
SATISFIED	87	89	60	97
NEUTRAL	3	5	0	0
DISSATISFIED	10	6	40	3
<u>REENLISTMENT INTENTIONS:</u>				
YES, OR PROBABLY YES	83	56	80	78
NO, OR PROBABLY NO	13	0	0	11
WILL RETIRE	3	33	0	11

Note: Columns may not add to 100 percent due to rounding or nonresponse

## **SPECIAL ANALYSIS**

This survey assessed which career courses (see Table 24) and what forms (see Table 25) the survey respondents have completed or complete in their normal duties. It is interesting to note how few people use forms in this career field.

## **IMPLICATIONS**

This survey was initiated to provide current job and task data for use in evaluating the AFMAN 36-2108 *Specialty Description* and appropriate training documents.

Survey results clearly indicate that the present classification structure, as described in the latest specialty description accurately portrays the jobs performed in this career ladder. Career ladder training documents appear, on the whole, to be well supported by survey data. As was pointed out in the **JOB SATISFACTION ANALYSIS** section, job satisfaction responses by AFSC 1T0X1 personnel reported the utilization of training is adequate, thus indicating support for the overall training system. Additionally, the career ladder progression is good, with the move from survival training instructor work at the 3- and 5-skill levels to supervisory and management at the 7- and 9-skill levels.

TABLE 24  
COURSES COMPLETED  
(PERCENT MEMBERS RESPONDING)

SV90A Water Survival Training, Nonparachuting	94
SV80A Combat Survival Training	90
SV86A Water Survival Training	89
SV87A Arctic Survival Training	87
Physiological Training	47
Emergency Medical Technician Course	41
Airborne Parachutist School (Ft. Benning)	40
Roughland Evacuation	39
SV81B Survival Instructor Indoctrination Course	33
Interrogator Instructor Training	29
SV84A Underwater Egress Training	23
Academic Instructor School (AIS)	21
Canadian Bush School	9
SV81D SERE Training Instructor 7-Skill Level Upgrade Course	7
Other	7
Dynamics of International Terrorism (Hurlburt Field)	6
Pararescue Training Mountain Phase	6
Chemical Biological Radiological Warfare School	5
Technical Training Instructor Course (TTIC)	5
Cross Culture Communications (Hurlburt Field)	4

TABLE 25  
FORMS USED  
(PERCENT MEMBERS RESPONDING)

AF 1297 (Temporary Issue Receipt)	60
AF 457 (USAF Hazard Report)	38
AF 2005 (Issue/TurnIn Request)	33
AF 2519 (All Purpose Checklist)	32
AF 9 (Request for Purchase)	27
AF 332 (Base Civil Engineer Work Request)	24
DD 1577 (Unserviceable (Condemned) Tag Materiel)	21
AF 2432 (Key Issue Log)	20
AFTO 391 (Parachute Log)	20
AFTO 392 (Parachute Repack, Inspection and Component Record)	19
DD 1574 (Serviceable Tag Materiel)	19
DD 15772 (Unserviceable (Reparable) Tag Materiel)	17
None	16
AF 68 (Munitions Authorization Record)	15
AF 2413 (Supply Control Log)	13
AF 1994 (Fuels Issue/Defuel Document (DOD))	11
DD 1149 (Requisition and Invoice/Shipping Document)	11
DD 200 (Financial Liability Investigation of Property Loss)	10

## APPENDIX A

### SELECTED REPRESENTATIVE TASKS PERFORMED BY SPECIALTY JOB GROUPS

**TABLE A1**  
**SURVIVAL INSTRUCTOR CLUSTER (STG037)**

REPRESENTATIVE TASKS	PERCENT MEMBERS PERFORMING
E0201 Conduct training on preparation of water in global environments	99
E0200 Conduct training on location and procurement of water in global environments	98
E0180 Conduct training on use of aircrew signaling devices in global environments	97
E0178 Conduct training on guiding recovery forces in global environments	97
E0205 Conduct training on prioritization of survivor needs	97
E0207 Conduct training on satisfying individual needs, other than in captivity	97
E0202 Conduct training on storage of water in global environments	97
E0197 Conduct training on use of edibility tests	97
E0177 Conduct training on recovery site selection in global environments	96
E0196 Conduct training on location and procurement of food in global environments	96
A0027 Present lessons using demonstration performance techniques	95
E0220 Conduct training on use of COLDER principle in global environments	95
E0185 Conduct training on construction of fires in global environments	94
A0024 Prepare lesson plans	94
A0029 Present lessons using instructional aids	93
A0010 Critique student performances	93
E0182 Conduct training on determination of location in global environments	93
E0208 Conduct training on selection and maintenance of course of travel in global environments	93
E0184 Conduct training on use of topographic features for navigation	93
A0032 Present lessons using time and circumstance instruction in operational environments	88

**TABLE A2**  
**SUPERVISOR JOB (STG030)**

REPRESENTATIVE TASKS	PERCENT MEMBERS PERFORMING
B0108      Participate in general meetings, such as staff meetings, briefings, conferences, or workshops, other than conducting	100
B0043      Conduct general meetings, such as staff meetings, briefings, conferences, or workshops	100
A0006      Conduct briefings, or debriefings	100
B0126      Supervise military personnel	94
B0091      Evaluate personnel for promotion, demotion, reclassification, or special awards	94
A0019      Evaluate effectiveness of training procedures	94
B0131      Write recommendations for awards or decorations	94
B0123      Schedule personnel for temporary duty (TDY) assignments, leaves, or passes	94
B0036      Advise staff or unit personnel on training matters, other than OJT	89
B0066      Direct administrative functions	89
B0104      Interpret policies, directives, or procedures for subordinates	89
B0090      Evaluate personnel for compliance with performance standards	89
A0011      Determine training requirements for instructors	89
B0055      Counsel subordinates concerning personal matters	89
B0130      Write performance reports or supervisory appraisals	89
A0004      Brief organizational personnel concerning training programs or matters	83
B0112      Plan briefings, conferences, or workshops	83
B0092      Evaluate personnel to determine training needs	83
B0122      Review drafts of regulations, manuals, or other directives	83
B0058      Determine or establish work assignments or priorities	78
C0161      Write minutes of briefings, conferences, or meetings	78
B0095      Evaluate work schedules	78
B0096      Evaluate workload requirements	72
B0070      Direct training functions	61
B0133      Write staff studies, surveys, or routine reports, other than training or inspection reports	56

**TABLE A3**  
**STANDARDS AND EVALUATION JOB (STG031)**

REPRESENTATIVE TASKS	PERCENT MEMBERS PERFORMING
B0128 Write inspection reports	100
B0044 Conduct instructor evaluations	100
A0021 Evaluate training methods or techniques of instructors	100
A0019 Evaluate effectiveness of training procedures	100
A0018 Evaluate courseware	100
B0036 Advise staff or unit personnel on training matters, other than OJT	100
B0090 Evaluate personnel for compliance with performance standards	80
B0103 Inspect personnel for compliance with military standards	80
C0135 Compile data for records, reports, logs, or trend analyses	80
B0042 Conduct formal course evaluations	80
B0121 Plan self-inspection or self-assessment programs	80
A0006 Conduct briefings, or debriefings	80
B0047 Conduct self-inspections or self-assessments	80
B0063 Develop or establish work schedules	80
B0122 Review drafts of regulations, manuals, or other directives	80
A0002 Advise staff or unit personnel on on-the-job training (OJT) matters	80
A0004 Brief organizational personnel concerning training programs or matters	80
B0082 Evaluate inspection report findings or inspection procedures	80
B0104 Interpret policies, directives, or procedures for subordinates	60
B0092 Evaluate personnel to determine training needs	60
B0058 Determine or establish work assignments or priorities	60
B0049 Conduct staff assistance visits, inspections, or audits	60
B0062 Develop or establish work methods or procedures	60

**TABLE A4**  
**RESISTANCE CLUSTER (STG018)**

REPRESENTATIVE TASKS	PERCENT MEMBERS PERFORMING
A0010 Critique student performances	100
K0348 Conduct training on use of resistance techniques during propaganda efforts	97
K0334 Conduct training on establishment of individual resistance postures	97
K0343 Conduct training on use of Code of Conduct during captivity	95
K0347 Conduct training on use of resistance techniques during interrogations	92
K0344 Conduct training on use of Geneva Conventions during captivity	92
K0336 Conduct training on interrogation processes	89
K0345 Conduct training on use of Uniform Code of Military Justice (UCMJ) during captivity	89
K0327 Conduct training on captor methods for exploiting Prisoners of War (PW)	89
K0328 Conduct training on captor objectives for exploiting PWs	86
A0006 Conduct briefings, or debriefings	84
A0031 Present lessons using role-playing methods of instruction	76
K0338 Conduct training on organizing individual needs in captivity	76
K0341 Conduct training on techniques to combat psychological stress during captivity	76
K0329 Conduct training on combat captivity conditions	76
K0346 Conduct training on use of resistance techniques during indoctrinations	73
K0330 Conduct training on cross-gender aspects of captivity	73
K0326 Conduct training on adapting survival principles during captivity	73
K0331 Conduct training on establishment of covert communication techniques	73
K0337 Conduct training on organizing group needs in captivity	68
A0009 Counsel trainees on training progress	65
A0008 Conduct OJT	62